



A GUIDANCE DOCUMENT FOR THE SCHOOL PROFESSIONAL DEVELOPMENT PLAN

INTRODUCTION

This guidance document will support school teams in filling out the plan template for the School Professional Development Plan. In conjunction with the School Professional Development Plan Template, the document is designed to lead the School Professional Development Committee through the development process of a School Professional Development Plan. The school plan questions will help the School Professional Development Committee think systematically about the key elements needed to create a quality School Professional Development Plan.

It will be vital as the school committee works on the school professional development plan that other school and district personnel are invited to provide input. The committee will want to reach out to staff within the school as well as district level staff such as those involved in curriculum, and professional development at the district level for assistance and support.

GETTING STARTED

As the school committee develops the plan, it will want to refer to the resource *Collaborative Professional Learning in School and Beyond: A Toolkit for New Jersey*, referred to in this document as the Toolkit. The Toolkit, developed through a partnership of the New Jersey Department of Education and the NJ Professional Teaching Standards Board with the National Staff Development Council, is intended to support a new vision of collaborative professional learning in schools. The Toolkit is being provided to each district as a hard copy and is available online through a password protected site on the Department of Education (DOE) website. You may get access to the password protected website by e-mailing a request for the DOE toolkit to teachpd@doe.state.nj.us.

The Toolkit provides helpful information on planning and implementing school-level professional development. Tools from the toolkit are referenced throughout this guidance document that can assist the School Professional Development Committee in planning professional development. These “tools” include team planning templates; informative articles on professional development; protocols for planning and documenting professional learning team meetings; surveys on professional learning; resources to support the effective use of data, the analysis of student work, and the creation of formative assessments; information on the evaluation of professional development;

In each area of this guidance document, there is a subsection entitled Toolkit Support which suggests tools from the toolkit that can enrich the work of your school committee.

*** Please note:** A school district with only one school will use the school level planning template as their district plan.

SECTION

1

School Profile

The school profile provides a portrait of the school which will be included in the overall district professional development plan. In Section 1 of the template:

- Fill in the required information on the School Professional Development Plan School Profile sheet on the template.
- Make sure the overall school plan has a title page that names both the school and the school district.

SECTION

2

Building a School Professional Development Plan:

A. Reflection

In this section, school committees and staff are asked to reflect on previous professional development in the district and school and answer questions about the challenges anticipated this year in implementing professional development. It will also be very important to see the direct link between professional development for teachers and results that the school wants for its students. Please answer the following questions in section 2 A of the School Professional Development Plan Template:

1. What were the positive aspects of previous professional development opportunities in the district or school that should be retained and replicated?
2. How did those opportunities address the needs of staff and enhance student learning?
3. Through previous evaluations of the professional development program, has the school been able to document how professional development is improving teacher practices and student learning? If yes, describe how the task has been accomplished.
4. How has previous professional learning been aligned to the district and school priorities and key initiatives and programs?
5. What challenges has the district or school faced in the past in providing professional development?
6. How will these challenges be addressed in this School Professional Development Plan?

TOOL KIT SUPPORT: These tools will assist with reflection on previous professional development.

Tool 1.1 Assessment of the current reality of professional development

Tool 1.2 The best staff development is in the workplace, not in a workshop

Tool 3.1 Team learning scenario task

Tool 3.4 Fears and hopes

B. Needs Assessment:

Effective professional development is focused on student learning. Therefore, the needs assessment for professional development should be focused on school-specific student learning needs, as identified in the school learning goals and other district/school student data.

In Section B of the School Professional Development Template, school committees are asked to identify the needs-assessment strategies used to identify professional learning needs. The content of professional development is informed by analyzing student data that can be inclusive of achievement, demographic, perception and school processes data. In preparation for analyzing a school's needs assessment choices the committee is asked to have a discussion with all stakeholders on the definition of student success measures.

1. What is the school's definition of student achievement? Please consider the following questions to guide your discussion: Is it high test scores on standardized tests? Is it improvement on local assessments? Or should the definition include other positive student outcomes such as confidence in academic and social situations, student responsibility for learning, or the ability to apply new skills to real life situations? What changes in student behavior are we trying to create? What will student success look like in our school? This definition should be developed with input from the entire faculty.
2. Include both the school-based performance data as well as other information identified as evidence of professional learning needs of staff. These might include formal and informal surveys of teachers, focus groups with teacher teams, team documentation of goals and outcomes, or other identified needs from other key stakeholders, including staff, students, parents and community members.
3. Provide a brief narrative of how the school committee is using school-based performance and other data to drive the professional development needs in the school. Be specific.

TOOL KIT SUPPORT: The following tools may be useful in performing a quality needs assessment:

Tool 8.1 Types of data available

Tool 8.2 Student data checklist

Tool 8.3 Data analysis protocol (informal)

Tool 8.4 Data analysis protocol (formal)

Tool 8.5 Crafting data summary statements

Tool 8.6 Fishbone diagram

Tool 8.7 Hypothesis-testing record keeping sheet

TOOL KIT SUPPORT: These tools may be valuable for committee dialogue:

Tool 5.4 Types of data available

Tool 12.1 Backmapping model

Tool 12.3 Break the inservice habit

C. Professional Development Goals for the School:

When developing the goals for a school's professional development, ensure that these goals derive from established student learning goal(s), overall district priorities and academic initiatives, and reflect needs of staff based on student and teacher needs analysis processes. In Section C of the School Professional Development Template the school teams is asked to:

1. List the school's established student learning goals and other learning needs.
These should:
 - be based on school district goals;
 - be aligned to school improvement plans;
 - be based on an analysis of the Needs Assessment Data;
 - support enhanced student learning; and
 - be measurable and attainable.
2. List your school's professional development goals. These should be specific, measurable, achievable, relevant, and time-bound.
 - a. Specific: Be specific about what is to be accomplished
 - b. Measurable: Identify how the goal will be measured
 - c. Attainable: Ensure the capacity exists to accomplish the goal
 - d. Results Based: Identify the benchmarks and outcomes for the goal
 - e. Time-bound: Set a specific timeframe for completing the goal
3. Provide an explanation of how your professional development goals align with your school goals.

TOOL KIT SUPPORT: These tools may assist the School Professional Development Committee and learning teams with developing professional development plan goals.

Tool 3.3 Setting goals for learning with a sense of urgency

Tool 9.1 Peeling a standard

Tool 9.8 Teacher research leads to learning, action

Tool 10.1 Sample team plan

Tool 10.2 Team planning template

D. School Professional Development Opportunities

The New Jersey Professional Development Standards provide direction for the process of professional development. This includes the use of student and school data to identify professional learning priorities, the research to support decision making, the adult learning strategies and protocols that are used to support the outcomes of the learning, and the collaborative structures that support collective responsibility for student learning. The Professional Development Standards also provide guidance on the content of professional development focused on equity, teacher quality, and parent involvement.

Professional development should

- reflect the Professional Development Standards related to content, process and context and the Professional Standards for Teachers;
- support the continuing development of professional learning communities;
- be ongoing and job-embedded (e.g. peer coaching, mentoring, classroom walk-through, teacher collaboration);
- focus on standards-based instruction; and
- make on-going reflection on school/student data a part of professional learning, so that School Professional Development Committee members can determine progress toward the school goals.

In Section D of the School Professional Development Template:

1. Describe the professional development structures and designs in the school. For instance, will professional development be offered for team based learning, online learning, workshops or other venues? Will partnerships be developed with universities, county colleges, and other educational organizations to support adult learning in the schools? Will schools partner grade levels or departments? How will teams look at student work or create common assessments together? How will teams be supported in observing the practices of other team members? How will learning opportunities for teachers address the needs of all student populations (ELL, Bilingual, Special Needs, G and T, etc.)? In this section describe the varieties of contexts in which professional development will be offered rather than a listing of trainings or a catalog of events.
2. What are some of the key NJ Core Curriculum Content Standard areas on which the school will focus their professional development?
3. Indicate the connection between student learning goals and the professional development within the school.
4. How will the school communicate the professional development plan to all staff members?

TOOL KIT SUPPORT: These tools may provide assistance with creating professional development.

Tool 2.1 New Jersey Professional Standards for Teachers (updated at www.nj.gov/education/profdev/pd/teacher)

Tool 2.3 New Jersey Professional Development Standards for Teachers (updated at www.nj.gov/education/profdev/pd/teacher)

Tool 5.3 Teacher and principal ICs on Learning Communities

Tool 5.5 Frequently asked questions about professional development

Tool 5.6 Central office IC on Learning Communities

Tool 11.3 Key learnings for collaborative professional learning teams

Tool 12.2 If not a workshop, then what

Tool 12.4 School professional development plan synthesis

E. Professional Development Resources

New Jersey Professional Development Standards stress the importance of context in relation to effective professional development. This includes the importance of building learning communities, leadership and resources. Resources such as time, staff support, outside expertise, access to data, technology and leadership are essential in realizing achievement of professional development goals and are an important element of planning. This section of the plan is where a school team lists resources needed to support the professional development.

In Section E of the School Professional Development Plan Template,

1. Include a description of time allocation and supporting resources needed to meet the professional development goals. Collaborative school teams can indicate how time for professional learning is created. For instance, is time provided for professional learning in interdisciplinary, grade level, or content area collaborative teams and staff meetings? Do teachers use planning time for collaborative professional learning? What resource materials and consultant expertise are provided for professional learning?
2. Identify the resources and structures in place in the school that demonstrate that the school community values and nurtures quality professional development for adult learners. These might include dedicated professional learning days or summer or after school opportunities.

TOOL KIT SUPPORT: These tools may assist with identifying resources needed for professional development.

Tool 6.1 Protocol for developing agreements

Tool 6.2 Building effective teams

Tool 6.3 Transform your group into a team

Tool 6.4 Which stage is your team in? A survey

Tool 6.5 Team agreement template

Tool 6.6 Becoming a productive team

Tool 7.2 Analysis of current time usage with time use log

Tool 7.5 Making time for adult learning

Tool 7.6 Comparison of strategies for making time for collaborative professional learning

Tool 7.7 Forming a recommendation

These tools may help with identifying ways the Local Professional Development Committee can support and assist the school in achieving its professional development goals:

Tool 10.1 Sample team plan

Tool 10.2 Team planning template

Tool 10.3 Alternative team planning template

Tool 10.4 Team agenda template

Tool 10.5 Team summary report template

TOOL KIT SUPPORT: These tools may assist with finding ways for the school and district administration to support the professional development endeavors of the staff:

Tool 2.2 New Jersey Professional Standards for School Leaders

Tool 11.1 Essays by Dennis Sparks

Tool 11.2 Benefits of collaborative professional learning

Tool 11.3 Key learnings for collaborative professional learning teams

Tool 11.4 Principals' strategies for increasing staff capacities for continuous learning

Tool 11.5 In the right context

Tool 11.6 Culture shift doesn't occur overnight – or without conflict

Tool 11.7 How to launch a community

Tool 11.8 Getting everyone to buy in

Tool 12.1 Backmapping model

Tool 12.2 If not a workshop, then what?

Tool 12.3 Break the inservice habit

F. Ongoing Assessment and Evaluation of the School Professional Development Plan

An effective evaluation process provides important information about the implementation of your School Professional Development Plan that can help to assure that professional development is continually improving in the school. It provides the opportunity for the School Professional Development Committee to reflect on their school's professional development goals and to determine if the goals were met. Evaluation needs to be a systematic, purposeful process of studying, reviewing, and analyzing data gathered from different sources to determine the impact of the professional development.

Tool 13.1 Eight Smooth Steps by Joellen Killion of the National Staff Development Council is a helpful resource. It contains a summary of the key steps for evaluating professional development. These steps provide a systematic way to think about how to evaluate the success of the School Professional Development Plan. Professional development should consider (1) teacher response to the professional development; (2) the impact of professional development on teacher practice; and (3) the impact on student learning.

After reviewing the eight steps, please include answers to the following questions in Section F of the School Professional Development Plan Template:

1. What knowledge, skills or behaviors will educators learn as a result of the School Professional Development Plan and what evidence will you have to indicate staff has learned new skills?
2. What student data will be used to determine how these knowledge, skills or behaviors impacted student learning?

3. What additional data is needed to support the program evaluation process?
4. How will the School Professional Development Plan encourage job-embedded collaboration and what is the evidence to support this?
5. What data are needed to answer the evaluation questions? School teams should also use existing data from the school district such as student achievement results on standardized tests, but should also think about how to gain input about its relevance to teachers and whether it impacted their practice. For instance, the School Professional Development Committee might consider the following questions:
 - How might you consider holding focus groups to get teacher input on needed professional learning?
 - How might you conduct surveys of staff and stakeholders to get input on opportunities to offer?
 - How will you examine and tabulate individual evaluation forms from specific events or team meetings to determine usefulness of professional learning offered in the past that you might repeat for other staff?

TOOL KIT SUPPORT: These tools can assist with developing and analyzing formative and summative assessments in order to determine if student learning goals were met through the professional development plan:

Tool 9.4 Group wise: Strategies for examining student work together

Tool 9.5 Success analysis protocol

Tool 9.6 Descriptive review process

Tool 9.7 Collaborative assessment conference

Tool 9.9 Lesson study

Tool 13.1 Eight smooth steps

Tool 13.9 Professional Learning Communities II - A focus on common assessments

TOOL KIT SUPPORT: These tools can assist with using information and data to modify future professional development opportunities:

Tool 9.8 Teacher research leads to learning, action

Tool 9.9 Lesson study

Tool 9.11 Process: Select the strategy that works for your content and context

Tool 10.1 Sample team plan

Tool 10.2 Team planning template

Tool 10.3 Alternative team planning template

Tool 13.5 Logic model template

Tool 13.6 Learning team survey

Tool 13.7 Summative reflection protocol

G. School Professional Development Plan Summary

Each school must create a one to two page summary of the important components of the school professional development plan. This summary will become a part of the district plan and will help to inform the district professional development plan. Please provide a short narrative description for each of the sections of the plan:

1. Reflection: Identify key elements of previous professional development you will leverage in the new plan..
2. Needs Assessment: Submit the school definition of student achievement. Identify key findings from needs assessments.
3. Professional Development Goals: Identify the professional development goals connected to the student learning goals for the school/district.
4. Professional Development Opportunities: Identify the processes and structures the school will use to provide professional learning opportunities.
5. Professional Development Resources: Identify the resources that will ensure professional learning is ongoing.
6. Evaluation: Identify your goals for evaluation of your professional development in the first year.

SCHOOL PROFESSIONAL DEVELOPMENT PLAN CHECKLIST

Check to be certain that all sections of the plan are included.

	Included ✓
Title Page (include school and district names)	
Section 1: School Profile	
• School Profile Sheet	
• School Committee Sheet	
Section 2: School Professional Development Plan	
A: Reflection on Previous PD Opportunities	
• Summary of positive aspects and connections to student learning of previous professional development opportunities	
• Identification of challenges	
B: Needs Assessment	
• The school definition of student achievement	
• Identification of assessments used to develop the focus of the School Professional Development Plan	
• List of professional development needs	
C: Professional Development Goals	
• List of professional development goals connected to student learning goals.	
D: Professional Development Opportunities	
• List of professional development structures and processes	
• Evidence of support for the development of collaborative professional learning	
• Connection to Professional Development Standards (context, process, and content)	
E: Professional Development Resources	
• List of professional development resources	
F: Ongoing Assessment and Evaluation of the Professional Development Plan	
• List of evaluation procedures and tools used to assess the School Professional Development Plan	
• Analysis of the impact of the School Professional Development Plan on student learning	
G: Summary of Professional Development Plan	